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AUTHOR	Alford, Carol; Bohlender, Pat; Calhoun, Peggy; Gray-Hamburg, Vicky; Magnuson, Karen; Neergaard, Hope; O'Hara, Rindy; Scott, Ann; Takahashi, Susan
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ABSTRACT

This document presents materials and guidelines for evaluating Colorado high school students' attainment of the 10 state standards for consumer and family studies that pertain to life management and relationships. Part 1 begins with the content standards for the following curriculum areas: (1) life management (managing job and career; managing finances; managing personal/family resources; managing individual and family wellness); (2) development of personal leadership skills through participation in Future Home Makers of America/Home Economics Related Occupations (HERO); and (3) relationships (individual development; personal interactions; adult lifestyles; parenting; and family life). Part 1 also provides guidelines for using a scoring rubric in authentic assessment for life management and guidelines for converting rubric scores to grades. Parts 2 and 3 contain materials for use in helping students master the competencies specified in Colorado's state standards and evaluating students' mastery of those competencies. Part 2 deals with the life management standards, and Part 3 deals with the relationship standards. The following are among the materials included: (1) student learning activities; (2) student summary sheets; and (3) detailed guidelines for authentic assessment that include the specific content standard, the rationale for mastering the skills and knowledge addressed in the standard, a student task, and a scoring rubric to evaluate completion of the task. (MN)

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Colorado Core Curriculum

State Standards

Life Management and Relationships

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CE 083 729

Colorado Core Curriculum

State Standards for Consumer & Family Studies

Life Management:

I Managing Job and Career

Content Standard:

The student will utilize decision-making and problem-solving skills as he/she seeks, selects, and establishes professional behaviors for a specific job and/or career.

II Managing Finances

Content Standard:

The student will analyze and demonstrate an understanding of the principles of financial management as they apply to the home and family.

III Managing Personal/Family Resources

Content Standard:

The student will examine and evaluate the resources which aid in developing personal and family goals. (1)

The student will explore management techniques and exhibit behaviors for coordinating work and family. (2)

IV. Managing Individual and Family Wellness

Content Standard:

The student will analyze and demonstrate behaviors which contribute to a healthy lifestyle.

FHA/HERO

Content Standard:

The student will develop personal leadership skills and be a contributing member of the vocational youth organization.

Relationships:

I. Individual

Content Standard:

The student will demonstrate self-improvement skills by analyzing self concept and role expectations, practicing decision-making and problem-solving skills, and creating coping strategies and support systems.

II. Personal Interactions

Content Standard:

The student will analyze how communication impacts relationships and personal issues.

III. Adult Lifestyles

Content Standard:

The student will evaluate the aspects of various long term relationships and the resulting lifestyles.

IV. Parenting

Content Standard:

The student will analyze the factors involved in making the choice to become a parent.

V. Family

Content Standard:

The student will examine the functions and characteristics of family systems and investigate strategies for dealing with family issues.

ACKNOWLEDGMENTS

The development of State Standards and Authentic Assessments for the Core Curriculum for Vocational Consumer and Family Studies in Colorado represents the efforts of a number of teachers from our state. We would like to thank each of the following teachers for their efforts in developing and writing these materials for use in the classroom. It is their hard work and dedication to the field that has made this project possible. We would like to extend a special thank you to Pat Bohlender, State Program Manager, for her leadership, expertise, and professional support in updating and advancing the state core curriculum.

Carol Alford
Fort Collins High School
Fort Collins, Colorado

Pat Bohlender
Program Manager, Consumer and Family Studies
Denver, Colorado

Peggy Calhoun
Arvada High School
Arvada, Colorado

Vicky Gray-Hamburg
Skyview High School
Thornton, Colorado

Karen Magnuson
T.H. Pickens Tech Center
Aurora, Colorado

Hope Neergaard
Rangeview High School
Aurora, Colorado

Rindy O'Hara
Highlands Ranch High School
Highlands Ranch, Colorado

Ann Scott
Rocky Mountain High School
Fort Collins, Colorado

Susan Takahashi
Rocky Mountain High School
Fort Collins, Colorado

CONVERTING RUBRIC SCORES TO GRADES

How do rubric scores convert to grades? There is no hard and fast guideline. Certainly there is no easy formula such as 4 = A, 3 = B, 2 = C. Teachers who have tried this formula have found that many students who formerly received A's now receive B's -- a sure way to convince parents that rubric scoring is unfair!

To decide how you want to convert rubric scores to grades, first define for yourself what an A has meant in your class up to now. Does the student who meets all expectations get an A? If so, that is a 3 on the rubric. Do students receive A's only when they do exceptional work without fail? That is what a 4 would mean. If you give A's to students who consistently meet expectations with occasional excellence, that would be some combination of 3's and 4's.

You might use for a guideline the general grade descriptors which have been approved by the Instructional Steering Committee (APS) for use on pilot report cards. (These descriptors are for providing information about the student's progress, not for validations, which require meeting a standard.) They address the student's consistency, proficiency, and mastery of concepts. Which set of descriptors would fit the A's, B's, and C's you have been giving?

4
- Consistently meets performance standards
- Exceeds developmental expectations toward benchmark
- Expands on application of concepts.

3
- Consistently meets performance standards
- Meets developmental expectations toward benchmark
- Applies concepts

2
- Inconsistently meets performance standards
- Partly meets developmental expectations toward benchmark
- Understands concepts and progressing toward application

1
- Rarely meets or does not yet meet performance standards
- Getting started on meeting developmental expectations toward benchmark
- Beginning to understand concepts

N
- No attempt
- No evidence

Developed by Aurora Public Schools, Aurora, Colorado (1995)

The key is to look at your rubrics and ask yourself, "What grade have I been giving to students whose achievement is described by each level?" When you have reached a decision that is fair to students and consistent with your expectations in the past, make your conversion method clear to the students in advance.

Some people react, "But this system is so arbitrary and inconsistent!" Of course it is -- because we're still dealing with grades. It has always been true that students may receive an A from one teacher and a B from another for similar work. Nevertheless, by stating expectations clearly in our rubrics ad publishing grade equivalents in advance, we are taking a step towards fairer scoring practices.

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Samples of Ways to Convert Rubric Scores to Grades

TEACHER A says: "On every assessment, a combination of 4 on at least half of the rubrics and 3 on the other half will receive an A; a B means at least half of the scores are 3 and half are 2." In other words, he gives an A to a student with an average of 3.5 or above; a B to a student whose average is 2.5 - 3.49, etc. (**NOTE:** This method averages rubric scores only to convert them to grades. Rubric scores should not be averaged for a validation, which means consistent achievement at the same level.)

EXAMPLE

(This is a scoring sheet only. The complete rubrics would have been given to students with the original assignment.)

CONTENT My decision-making process accurately expresses the essential information about the geographical area as well as the criteria expressed by different community members in deciding how the area should be developed.	4	3	2	1	SCORE
COMPLEX THINKING: Constructing Support My speech gives all the important information to support the point of view of my community member. The information is clear, complete, and correct. I also tell what information I do not have, but which might make a difference.	4	3	2	1	
LEARNER OUTCOME AND PROFICIENCY: Quality Producer 3 The delivery of my persuasive speech is effective.	4	3	2	1	

A = 3.5 - 4.0
B = 2.5 - 3.49
C = 2.0 - 2.49
D = 1.5 - 1.99

TOTAL _____
AVERAGE _____

TEACHER B uses a similar method, but adds up all the rubric points instead of averaging. For example, on an assessment with the three rubrics, 12 points are possible. She prints the grade equivalent of points on the scoring sheet like this:

10 - 12 = A (At least one 4 and two 3's)
8 - 9 = B (At least two 3's and one 2)
6 - 7 = C (Minimum of all 2's)

The letter grade for the entire assessment is then recorded in the gradebook.
EXAMPLE ON NEXT PAGE.

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(This is a scoring sheet only. The complete rubrics would have been given to the students with the original assignment.)

CONTENT My decision-making process accurately expresses the essential information about the geographical area as well as the criteria expressed by different community members in deciding how the area should be developed.	4	3	2	1	SCORE
COMPLEX THINKING: Constructing Support My speech gives all the important information to support the point of view of my community member. The information is clear, complete, and correct. I also tell what information I do not have, but which might make a difference.	4	3	2	1	
LEARNER OUTCOME AND PROFICIENCY: Quality Producer 3 The delivery of my persuasive speech is effective.	4	3	2	1	

A = 10 - 12
B = 8 - 9
C = 6 - 7
D = 4 - 5

TOTAL _____

TEACHER C has created a grid that converts rubric scores to percentages. She averages the rubric scores on each assessment, and then records the percentage equivalent in her gradebook. Her scoring sheet looks like example A, but she takes the average and converts it into a percentage.

A	B	C	D
4.0 = 100% 3.9 = 97 3.8 = 96 3.7 = 95 3.6 = 94 3.5 = 93	3.4 = 91% 3.3 = 90 3.2 = 89 3.1 = 188 3.0 = 87 2.9 = 86 2.8 = 85 2.7 = 84 2.6 = 83 2.5 = 82	2.4 = 81% 2.3 = 80 2.2 = 79 2.1 = 78 2.0 = 76 1.9 = 75 1.8 = 74 1.7 = 73 1.6 = 72	1.5 = 70 1.4 = 68 1.3 = 66 1.2 = 64 1.1 = 62 1.0 = 64

(**CAUTION:** DO NOT USE THE RUBRIC SCORES THEMSELVES TO OBTAIN A PERCENTAGE; THIS WILL GIVE STUDENTS A MUCH LOWER PERCENTAGE THAN THEIR ACHIEVEMENT REPRESENTS. FOR EXAMPLE, A 3 IS 75% OF A 4 -- BUT THE STUDENT WHO MEETS EXPECTATIONS AND RECEIVES A 3 IS DOING BETTER THAN "C" WORK.)

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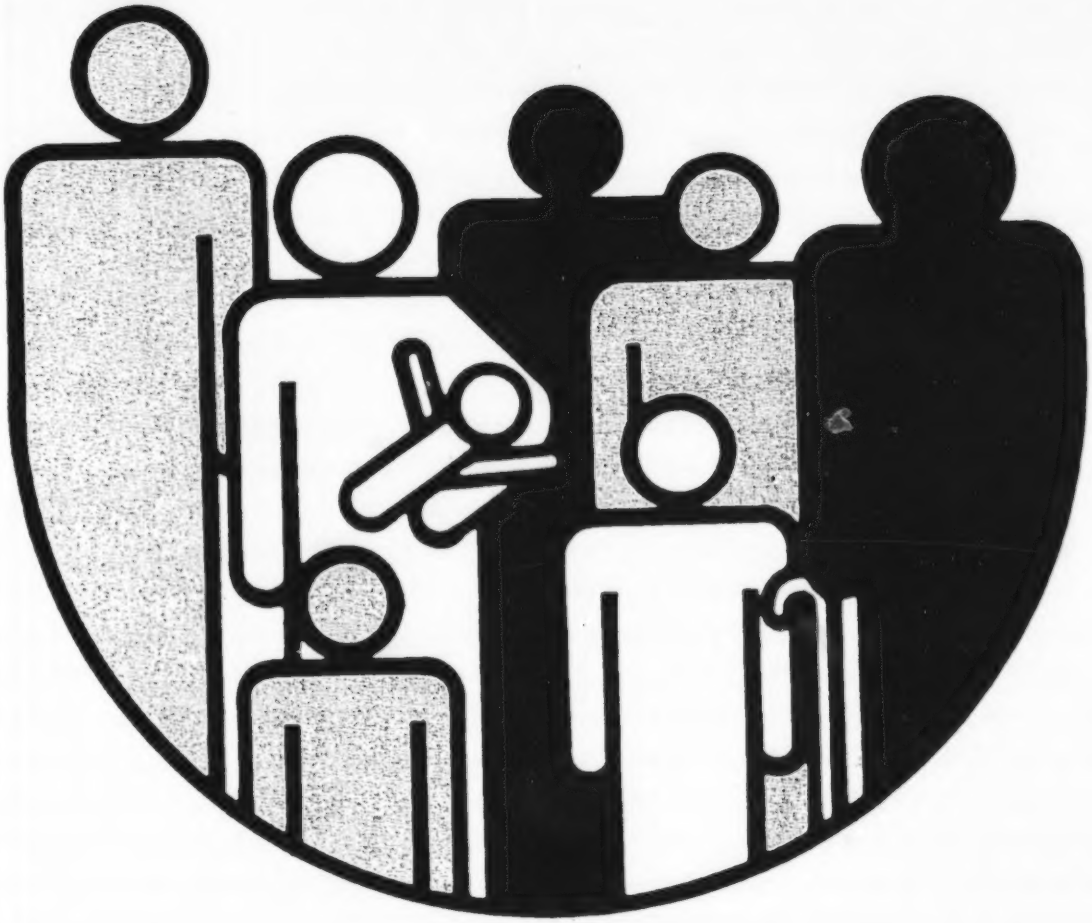
Colorado Core Curriculum

State Standards

Life Management



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CONSUMER AND FAMILY STUDIES

Authentic Assessment for Life Management

Content Standard I: Managing Job and Career

The student will utilize decision-making and problem-solving skills as he/she seeks, selects, and establishes professional behaviors for specific job and/or career.

Why Do This?

As students investigate the world of work, they will identify personal attributes, skills, and interests which contribute to establishing a realistic career goal. As adults, each student will seek to become gainfully employed in a career which will provide personal challenge and satisfaction as well as financial independence. Students will recognize the importance of developing a good work ethic. Job attainment skills will be emphasized to assist students in presenting themselves in a professional manner on paper as well as in person.

Task:

The student will develop a career portfolio consisting of the following items:

_____ • Position paper justifying job/career selection

_____ • Profile of job/career

_____ • Completed job application form

_____ • Resume tailored for specific job/career

_____ • Letter of application for position in chosen job/career

_____ • Reviews from mock interview sessions (Minimum of 2)

_____ • Follow-up letters (Minimum of 2)

_____ • Research of the specific performance appraisals/evaluations conducted as part of the chosen job/career.

Rubric:

4 My career portfolio is complete (contains all 8 required items). All items are accurate and include the required components. Additional or expanded information is provided which clearly relates to my qualifications for the job/career. All items are typed, well organized, free from content, typing, or grammatical errors, and all items clearly communicate the specifications and personal information required of the chosen job/career.

3 My career portfolio is complete (contains all 8 required items). All items are free from content, typing or grammatical errors, and all items communicate the specifications and personal information required of the chosen job/career.

2 My career portfolio is partially complete (missing 1-2 required items). All items include the required components, but have several errors. Some of the items are typed and some are handwritten. Items need more organization and there are numerous content, typing, and grammatical errors. The information given is unclear as to the specific requirements of the chosen job/career.

1 My career portfolio is not complete (missing 3 or more of the required items). The items do not include the required components and contain numerous errors. Some of the items are typed and some are handwritten. The items are poorly organized and content is unclear. The items do not include specific information which describes the chosen job/career.

Note: The career portfolio assessment may be a collection of classroom activities used from daily instruction. It should reflect the activities and skill necessary to seek employment. The assessment is based on the "Job Interview Star Event."

Rubric:

4 I clearly identified all of the costs associated with living on my own. I have determined creative and sensible ways to utilize the moneys available and have reflected wise use of my available resources. My decisions show a responsible level of decision-making and I can use this information to plan my behavior in the future. My planning and budget worksheets are neatly done, well organized, and reflect accurate information and calculations of expenditures.

3 I have identified all costs associated with living on my own. I have determined sensible solutions for utilizing available moneys and resources. I have utilized the decision-making process and can use this information to plan future behaviors. My planning and budget worksheets are well-organized and accurate.

2 I have identified most of the costs associated with living on my own. My solutions are based on incomplete information and may not be realistic. I have not evaluated all decisions accurately. My planning and budget worksheets are not complete and provide limited information.

1 I have not identified the costs associated with living on my own. My solutions are unrealistic and based on inaccurate information. My budget and planning sheets are incomplete.

Selecting a Place of Your Own

Examine the Alternatives:

Look in the classified ads and find four places that are available to rent that might meet the needs you have determined. Cut out the ads and staple them to a separate sheet of paper. List advantages and disadvantages of each from the information you have obtained from the ad and/or contacting the agent.

Choose an Alternative:

From the information you have collected, determine which of the four living arrangements would best meet your needs. Explain why you have made this selection. How does your selection meet your determined needs?

Evaluate your Selection:

List all expenses involved in moving into your place of choice.

1.	Monthly Rent	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
	Total Cost:	_____

- How close did you come to your housing budget?

- What additional costs came as a surprise to you? Were there hidden costs you were unaware of?

- If it was more expensive than you are able to afford, what changes could be made to lower the cost?

- Would you be willing to rent this place if you were actually moving at this time? Why or why not?

Items To Start An Apartment

Furnishings:	Cost:
Living Room	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Bedroom	
_____	_____
_____	_____
_____	_____
_____	_____
Dining Room	
_____	_____
_____	_____
_____	_____
Cleaning/Maintenance Tools:	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Bathroom Accessories:	Cost:
_____	_____
_____	_____
_____	_____
_____	_____
Pots & Pans/Ovenware:	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Small Appliances:	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Kitchen Tools for Cooking:	Cost:

Dinnerware, Glassware, and Flatware:

Linens:	Cost:

Other:

TOTAL COSTS FOR:

Living Room	
Bedroom	
Dining Room	
Cleaning/Maintenance	
Bathroom Accessories	
Pots & Pans/Ovenware	
Small Appliances	
Kitchen Tools	
Dinnerware, Etc.	
Linens	
Other	
TOTAL:	

Cleaning and Personal Grooming Items for Starting in an Apartment

Cleaning Supplies:	Cost:	Personal Grooming:	Cost:
Total of Supplies:		Total for Supplies:	

Grocery List to Stock Kitchen Pantry:

Total for Supplies:			

Budget for the First Month

Income:

Weekly Gross Income	_____	**Monthly** Gross Income	_____
Taxes and Other Deductions	_____		_____
Net Income	_____		_____
Savings	_____		_____
		Available Spending Income	_____

Expenditures:

Rent		_____
Utilities -	Phone	_____
	Water/Sewer	_____
	Electric/Gas	_____
Transportation -	Installment Payment	_____
	Gas	_____
	Maintenance	_____
	Repair	_____
	Alternative Transportation	_____
Insurance -	Car	_____
	Health	_____
	Renters	_____
	Life	_____
Food/Household Items		_____
Installment/Credit Payments		_____
Personal Needs		_____
Hobbies/Recreation		_____
Travel		_____
Gifts		_____
Total Expenditures:		_____

Budget for the Second Month

Income:

Weekly Gross Income	_____	**Monthly** Gross Income	_____
Taxes and Other Deductions	_____		_____
Net Income	_____		_____
Savings	_____		_____
		Available Spending Income	_____

Expenditures:

Rent			_____
Utilities	-	Phone	_____
		Water/Sewer	_____
		Electric/Gas	_____
Transportation	-	Installment Payment	_____
		Gas	_____
		Maintenance	_____
		Repair	_____
		Alternative Transportation	_____
Insurance	-	Car	_____
		Health	_____
		Renters	_____
		Life	_____
Food/Household Items			_____
Installment/Credit Payments			_____
Personal Needs			_____
Hobbies/Recreation			_____
Travel			_____
Gifts			_____
Total Expenditures:			_____

Student Summary Sheet

What Have You Learned?

Write a summary about what you have learned concerning finances. Include information we have discussed in class as well as how you did on this assessment. You may wish to address the following questions:

- Can you afford to purchase what you need to start an apartment and move in the same month?
- Did your income meet your expenses?
- Did you have to use your savings or credit?
- How could you do things differently to better meet expenses?
- How will this information be useful in your future?

CONSUMER AND FAMILY STUDIES

Authentic Assessment for Life Management

Content Standard III: Managing Personal/Family Resources

The student will examine and evaluate resources which aid in developing personal and family goals.

Why Do This?

Goal setting is a way to change one's self, to become the person you truly want to be. Goals provide direction for one's efforts and are often based on personal values. Life is full of goals, big and small–both personal and family. They are set by individuals and, cooperatively, by family members. Goals are accomplished step by step and provide potential for growth. We measure our accomplishments in order to grow even more. Goals teach us to value ourselves through personal satisfaction.

Task:

Senior year! So many decisions to be made...everyone is asking questions. "Will I graduate this year?" "What will I do next year?" "What do I want to be when I grow up?" How do I know? There are so many things to consider. I guess the best thing to do is sit down and talk with my parents and have a major discussion about what I will be doing after high school. They suggest going to a university or community college. I've even considered a military career or going to a vocational training school. I might even take a year off and travel the world. My counselor suggested I write down my life goals and begin to develop a plan for meeting them. Maybe I'll do just that.

_____ • Develop a major goal for your senior year in high school. List the steps you will take to accomplish this goal prior to graduation. What resources will you need to utilize to help you meet this goal?

_____ • Develop a list of major goals you wish to accomplish for each decade of your life. Begin with the next 10 years, ages 20 to 30; ages 30-40, etc. until age 80. Consider all of the aspects of your life and the roles you will play.

_____ • Identify one major life goal for each decade and list the steps you will need to take to accomplish this goal. Formulate a list of resources that can assist you along the way.

Rubric:

4 I have identified one major goal to accomplish during my senior year and list numerous goals for each decade of my life. I have thoroughly analyzed all seven goals and have identified the appropriate steps towards accomplishment. I describe accurately and in detail all the important resources needed to reach each goal. My goals are realistic, reflect personal values, and demonstrate that I have given careful consideration to the major roles I will play throughout my life.

3 I have identified one major goal to accomplish during my senior year and list several goals for each decade of my life. I accurately describe the appropriate steps needed to reach my goals. I have listed the resources which are helpful in accomplishing each goal. My goals are realistic and reflect personal values.

2 I have identified some of my life goals and have listed the steps needed to reach each one. I have identified resources that may be helpful, but have missed some of the obvious or more important ones. My goals may be unrealistic and do not express my personal values.

1 I have identified my life goals, but do not list the steps needed to accomplish these goals. I have not identified the resources that can be helpful. My goals are unrealistic and do not reflect personal values.

CONSUMER AND FAMILY STUDIES

Authentic Assessment for Life Management

Content Standard III: Managing Personal/Family Resources

The student will explore management techniques and exhibit behaviors for coordinating work and family.

Why Do This?

In today's society, dual career families are the norm. Sharing responsibilities for care of the family and their home is often difficult to resolve and can become a source of conflict. In order to coordinate the activities of the family, housekeeping, home maintenance, school and careers, time management is a necessity. Careful consideration and planning can assist a family in determining who will accept responsibility for household tasks, who will plan and prepare for recreational activities, and how they will care for one another.

Task:

My mother get a job??? I can't believe it! Supposedly, she has been offered a fantastic job -- an opportunity she can't pass up. And worse yet, she may have to travel. She starts next week! Now she says we have to have a "family meeting" -- whatever that means.

Family meeting day. All of us sat down to discuss how the household chores would be divided. Because I'm 16 and can drive, I have to take my seven year old sister to soccer practice every week. My dad is going to take over some of the things my mom always did, and even my little sister has to help out. My mom made out a list of all of the things that need to be done and we're suppose to choose what we will be responsible for. I need to sit down and look it over. What chores do I really want to do? Or what chores will I have to do? I think I'll compile a list for each of us. Maybe then I can justify the things I really want to do.

_____ • Review the list of **Household and Child Care Tasks**. Add any additional tasks that you feel may be missing. Divide and assign the individual tasks to each of the four family members. Complete the **Family Tasks Chart**, identifying each task as daily, weekly, or occasionally.

_____ • Develop a **Time Management Pie Chart** for each member of the family. The pie chart should be based on a week's worth of activities. You should include the time they will need to accomplish their household tasks, as well as the other prominent activities they participate in daily.

_____ • Evaluate each family member's time management plan. Complete the **Student Summary Sheet.**

Rubric:

4 I explain a logical solution to the problem given. I select alternatives that best fit the needs of the family. I have divided tasks according to the skills and ability of each member to perform the task. My planning shows creativity and presents a manageable solution for the family as a whole. My worksheets are well done, organized, and do not exhibit errors in spelling or grammar. My written answers to the summary questions accurately address the intent of the questions, present alternatives, and indicate that I clearly understand the concepts of time management.

3 I explain a logical solution to the problem given. I select realistic alternatives that adequately meet the needs of the family. My planning presents a manageable solution for the family as a whole. My worksheets are neatly done, organized, and do not exhibit errors in spelling or grammar. My written answers to the summary questions indicate that I understand the basic concepts of time management.

2 I explain a solution to the problem but do not list alternatives. I do not adequately meet the needs of each family member. My worksheets are incomplete and exhibit errors in spelling and grammar. My written answers to the summary questions show little thought or creativity in identifying solutions and alternatives.

1 I explain a solution that is not realistic and does not meet the needs of family members. My worksheets are incomplete and contain errors in spelling and grammar. My written answers to the summary questions show little thought and do not utilize the concepts of time management.

Household and Child Care Tasks

buy groceries
plan meals
prepare meals
set-up/clean-up meals
wash clothes
dry clothes
fold clothes
iron clothes
put clothes away
shop for new clothes
mend clothes
take clothes to dry cleaners
mow lawn
shovel snow
fertilize lawn
weed lawn
care for garden, flowers, scrubs, etc.
stay home with sick child(ren)
play or spend time with child(ren)
physical care of children
vacuum house
dust house
take out garbage
make beds/pick-up room
clean bathrooms
pick-up newspapers, mail, etc. daily
wash windows
deal with service people
arrange for or does repair/service for home
wash car
fill car with gasoline/checks fluids
arrange for or does repairs on car
clean interior of the car
pay bills
balance checkbook
budget money
arrange for child care (child care or babysitter)
drive child to and from outside activities (school, daycare, etc.)
help child(ren) with homework
support activities of child(ren)
reading stories
teaching how to cook
teaching how to play sports
teaching manners at the table
teaching social skills (thank you, please, respect people of authority)
attend parent teacher conferences
drive child(ren) to school events
wake child(ren) up for school
get child(ren) to bed at a set time
repair flat tires on bikes, etc.
pack suitcases for vacation
pack car for vacations
write and send Holiday cards
decorate home for holidays
shop for birthday and Holiday gifts
write and send sympathy cards
shampoo carpets
take out trash for collection
plans/prepares for celebrations (birthdays/anniversaries)
paints/papers interior walls
paints exterior of house/trim
arranges religious training

Other Tasks:

_____ _____

_____ _____

_____ _____

_____ _____

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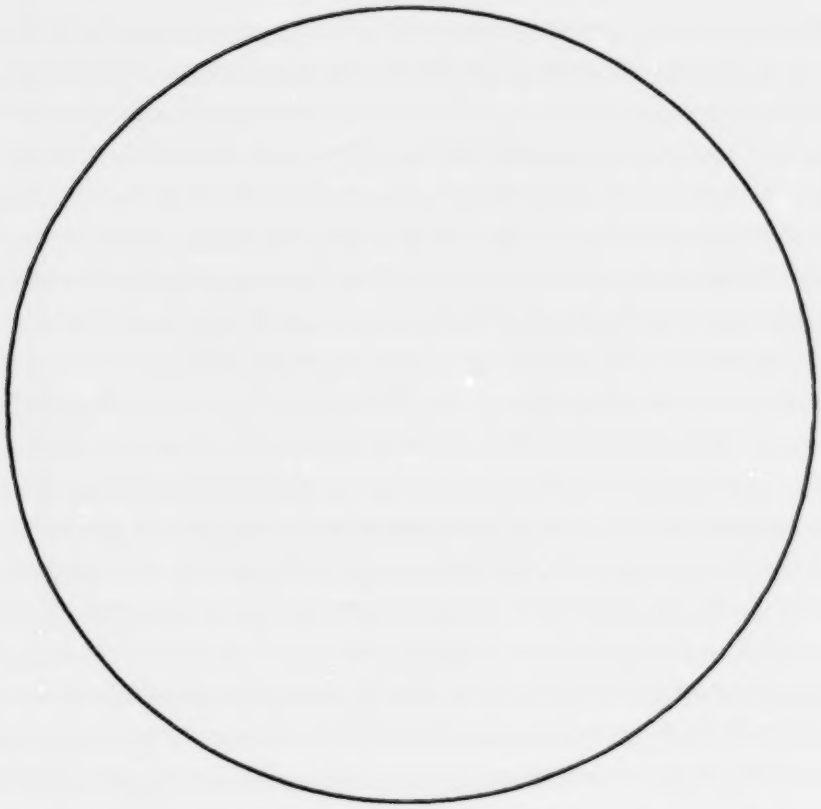
Family Tasks Chart

Family Member:	**Family Member:**
Daily Weekly Occasionally	Daily Weekly Occasionally
Family Member:	**Family Member:**
Daily Weekly Occasionally	Daily Weekly Occasionally

Time Management Pie Chart

Family Member: _____



Note: Each student will need four copies of this worksheet to complete the assessment.

Student Summary Sheet

What Have You Learned?

1. Visually, was each person's pie chart equal? Why or why not? Explain your answer.

2. What changes could be made to equalize everyone's responsibilities?

3. What factors did you take into consideration when assigning jobs to family members?

4. What shifts in responsibilities need to take place when Mom is out of town on business?

5. Give at least three examples of how one family member's responsibilities directly affect another's ability to use their time efficiently.

CONSUMER AND FAMILY STUDIES

Authentic Assessment for Life Management

Content Standard IV: Managing Individual and Family Wellness

The student will analyze and demonstrate behaviors which contribute to a healthy lifestyle.

Why Do This?

Many Americans are beginning to take a serious look at their dietary and exercise habits. The average person's diet is too high in sugar, salt, and fat, and lacks the essential nutrients for good health. Our current lifestyle is more hectic, stressful, and filled with fast food options! The Dietary Guidelines and Food Pyramid were developed to provide information for the average consumer regarding the improvement of current food habits. Traditional recipes and prepared foods are reflecting our need to investigate wise food choices.

Task:

Following your annual physical, you discover your cholesterol level has risen to 263! You discuss your present dietary and exercise habits with your doctor who encourages you to lower the amount of fat contained in your daily diet. On your way home, you stop by the local bookstore and purchase two cookbooks featuring low fat recipes. You decide that today is not too early to get started and try something new! Glancing through the cookbooks, you discover several recipes of interest and proceed to develop a menu for tonight's dinner.

_____ • Develop a dinner menu for four based on the daily food requirements from the Food Pyramid. The meal must provide one-third of the daily nutrients needed by teens and adults.

_____ • The total number of calories for the main dish must not exceed 300 calories per average serving and must reflect a reduction in fat grams. It is recommended that fat grams not exceed 15 for the total meal.

_____ • The cost of the meal should not exceed $2.50 per person.

_____ • All planning and information sheets should be completed.

Rubric:

4 My meal plan provides one-third of the daily nutrients needed by adults and teens. The menu reflects creative use of the recipes and ingredients have been thoroughly evaluated as to fat content and calories. My meal does not exceed 15 grams of fat. The main dish does not exceed 300 calories per serving. I have stayed within the budget. My planning and information sheets are detailed, complete, and neatly done.

3 My meal plan provides one-third of the daily nutrients needed by adults and teens. My main dish does not exceed 300 calories. I have reduced fat where appropriate. My meal does not exceed 15 grams of fat. I have stayed within the budget. My planning and information sheets are complete, thorough, and neatly done.

2 My meal plan provides some of the daily nutrients needed by teens and adults. The recipes chosen do not reduce fat content and/or calories adequately. I have not shown wise use of my budget. My planning and information sheets are incomplete and do not contain all required information.

1 My meal plan was inadequate and did not meet the established criteria. My planning and information sheets are incomplete.

Note: Should you have access to lab facilities, you may wish to have students shop for the food items needed to prepare and serve the meal to their group. The assessment could then include a rubric for the lab experience.

Student Planning Sheet

Menu: List the menu items chosen for your meal. Attach a copy of each recipe you will use to prepare this meal.

List of Ingredients: List each of the major ingredients needed to complete this meal. Give the amount. Analyze each as to fat content and state the number of grams on the chart below. Compute the number of calories in the amount given.

Ingredients	Amount	Grams of fat	Calories
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
Total Amounts of Fat and Calories			
Divide the Total Amounts by Four Servings			

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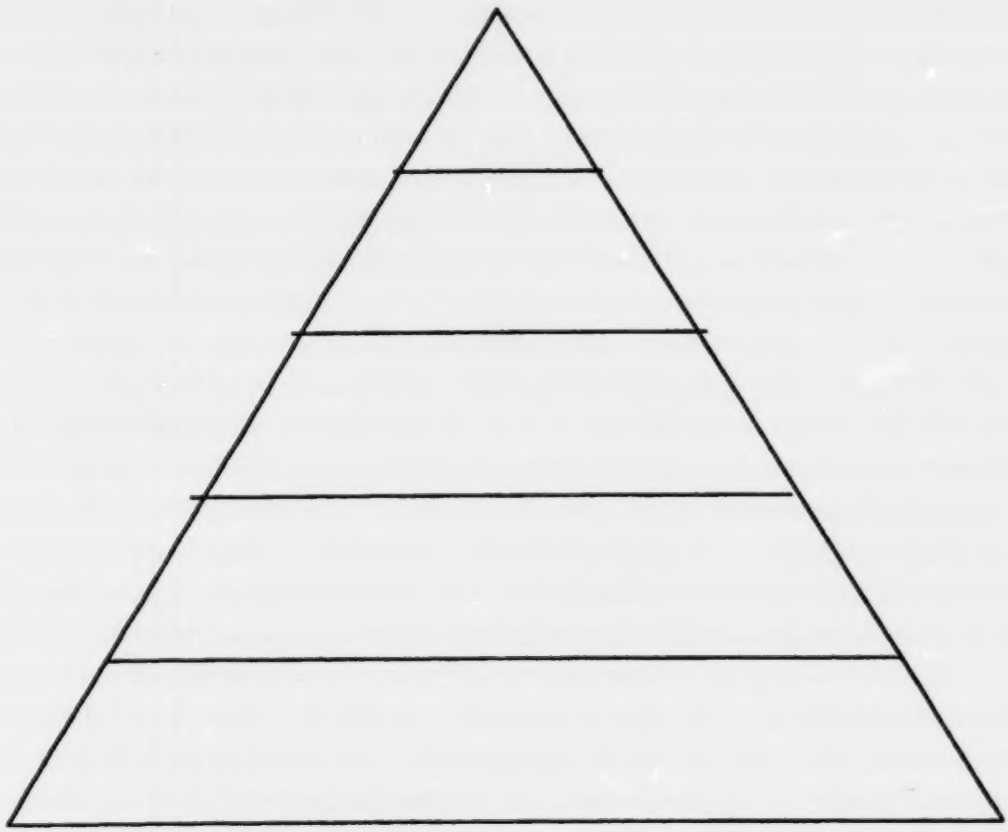
Food Pyramid: Draw a food pyramid incorporating the menu items you have chosen. Label each category.



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Budgeting: Develop a grocery list of all items which must be purchased to complete this meal. Estimate the cost of each item. After visiting the grocery store, what are the actual costs of each item you need ?

Ingredients	Amount	Estimated Cost	Actual Cost
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
Total costs for supplies			

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Student Summary Sheet

What Have You Learned?

1. Did you utilize low fat or low calorie recipes to meet the requirements?

   OR

   Did you utilize traditional recipes but made appropriate changes in ingredients used? Explain your response.

2. Did your menu meet at least one-third of your nutritional needs for the day? Give a detailed response.

3. How difficult was it to stay within your budget? Did you need to make substitutions or changes in your menu to lower the cost of your supplies? Did you find that the low fat or low calorie foods were more or less expensive than their regular counterparts?

CONSUMER AND FAMILY STUDIES

Authentic Assessment for Life Management

Content Standard: Vocational Youth Organization

The student will develop personal leadership skills and be a contributing member of the vocational youth organization.

Why Do This?

The vocational youth organization provides students the opportunity to develop leadership skill by participating in a variety of school and community based activities. Students who are actively involved gain experience in developing a program of work, planning and conducting activities, and working cooperatively with others.

Task:

You have been elected to serve as chapter historian. Your job includes recording chapter activities for individual members and compiling the chapter scrapbook. You decide to create a separate page for each member starting with your own. This is an opportunity to showcase your involvement in the chapter and advertise chapter activities. After receiving your scrapbook page, begin to collect memorabilia that can be used to create your personal scrapbook page.

_____ • Use the scrapbook page provided by your chapter advisor. Your name should be prominently displayed.

_____ • Pictures, newspaper articles, programs, brochures, tickets, name tags, or other memorabilia may be used to highlight your involvement in chapter activities.

_____ • All memorabilia and materials used to document your participation should be headlined or labeled.

_____ • You may write your own article or create your own artwork to represent your involvement.

_____ • Use of markers, colored or printed papers, stickers, computer graphics, cartoons, templates, borders, or other creative art materials may be utilized to decorate your page.

Rubric:

4 I have included all the important information and materials to document and verify my participation in chapter activities. My scrapbook page is colorful, creative, and clearly advertises my leadership in the chapter. I have used a variety of art materials to create a pleasing visual effect. It is neatly done and has no grammar or spelling errors.

3 I provide all the important information to document and verify my participation in chapter activities. My scrapbook page is colorful, creative, and clearly publicizes my participation in chapter activities. It is neatly done and has no errors in spelling or grammar.

2 I provide some of the important information to verify my participation in chapter activities. My scrapbook page uses few illustrations or materials. My page lacks organization and has errors in spelling or grammar.

1 I provide little information to verify my participation in chapter activities. My scrapbook page is not illustrated and contains errors in spelling and grammar.

Note: The assessment may be an ongoing activity throughout the year. The advisor may wish to provide actual scrapbook pages or may choose to use any type or size of paper to create a notebook or display.

Colorado Core Curriculum

State Standards

Relationships

COLORADO
COMMUNITY COLLEGE &
OCCUPATIONAL EDUCATION
SYSTEM

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Colorado State University

CONSUMER AND FAMILY STUDIES

Authentic Assessment for Relationships

Content Standard I: Individual

The student will demonstrate self-improvement skills by analyzing self-concept and role expectations, practicing decision-making and problem-solving skills, and by creating coping strategies and support systems.

Why Do This?

Students who are completing high school have many important decisions to make that will affect the rest of their lives. When they learn to take responsibility for their decisions, acquire problem-solving skills, and learn to utilize available resources, students will have more control of their future.

Task:

Hooray! You have almost made it through high school! You now realize that you are at a turning point in your life and you are facing major changes. You are feeling confused and have lost a sense of identity. You recognize your future rests in your hands and not your parents. You also realize you are going to have to decide what you want out of life and what you want your lifestyle to be regarding: career, finances, marriage, health, personal image, etc. You have decided to tackle one decision at a time so you won't feel overwhelmed. In a recent magazine article, you read about making personal changes. The article listed guidelines for designing a self-improvement plan. To gain a sense of direction, you decide to map out a plan for **one** of the personal changes you would like to make.

The magazine article proposed a list of questions to complete to help you begin a self improvement plan. The first step is to carefully answer all questions on the Self Improvement Questionnaire. (see handout)

Using the information from the Self Improvement Questionnaire, create a Self Improvement Plan using the following guidelines:

_____ • Identify one personal change goal.
_____ • Complete a list of the steps necessary to attain the goal.
_____ • Complete a list of the resources needed to attain the goal.
_____ • Make a time line for the completion of the goal.
_____ • Identify strategies for overcoming barriers that may be encountered.
_____ • Identify the key players who will help and support you through the process.
_____ • To help refine your plan have another person review your plan.

Rubric:

4 My Self Improvement Questionnaire is complete with detailed and expanded information. My Self Improvement Plan includes all seven parts and is detailed and well developed. My written work shows that I understand the information from class. There are no errors in grammar or spelling.

3 My Self Improvement Questionnaire is complete and clear. My Self Improvement Plan includes all seven parts. My written work shows that I understand the information from class. There are no errors in grammar or spelling.

2 My Self Improvement Questionnaire includes all parts, yet explanations are weak. My Self Improvement Plan does not include all seven parts and reflects limited thought. My work does not show an understanding of class information. There are errors in grammar and spelling.

1 My Self Improvement Questionnaire is incomplete. My Self Improvement Plan does not include all seven parts and does not show my understanding of class information. There are errors in grammar and spelling.

Self Improvement Questionnaire

- Personal Change Goal:
- Why do I want to make this change?
- What influenced my decision to make this personal change?
- How will this change effect:
  a. Myself -
  b. My family -
  c. My community -
  d. My culture -
- What do I need to do to make this change?
- What personal responsibilities will I need to take to make this change?
- What are my options?
- What are the pros and cons of each option?
- What resources do I need?
- What problems or stresses may I encounter?
- What coping strategies will I use to help deal with the problems or stresses?
- What support systems will help me deal with the problems or stresses I may encounter?

CONSUMER AND FAMILY STUDIES

Authentic Assessment for Relationships

Content Standard II: Personal Interactions

The student will analyze effective and ineffective communication skills as they relate to relationships and personal issues.

Why Do This?

The ability to communicate effectively is one of life's most important skills. Good communication skills assist the individual in expressing his thoughts, feelings, and ideas to others. The goal of each individual should be to develop both written and oral communication skills to be successful in their personal and professional relationships.

Task:

Complete the following four parts. Parts 1, 2, and 4 will be completed as a group. Part 3 will be completed individually. Your teacher will determine your groups of three to five persons.

1. Videotape

Plan, organize, and video tape a 3 to 5 minute presentation to be played for the class demonstrating effective and ineffective communication. Your classmates will analyze your video presentation later.

a. Each group will be assigned one of the following as it relates to class study:
- Sending clear messages vs. Sending unclear, ambiguous messages
- Active listening vs. Passive listening
- "I" or non-blame messages vs. "You" or blame messages
- Assertive communication vs. Aggressive or Passive communication
- Fighting fairly vs. Fighting unfairly

b. Design role plays to demonstrate each segment (effective and ineffective) assigned. When you are ready, schedule the taping with your teacher to be completed in another room.

c. Video tape presentation. Be sure that each person has a role in the video tape. Rotate the camera from person to person during the taping.

2. Case Study

Write a case study that describes an issue in a relationship. The case study will be discussed and evaluated by another class group later. Follow the format of the sample case study which includes:

Continued

a. Character sketch - a brief description of the individuals and the setting each lives in.
b. Situation - description of a time when communication is breaking down or the relationship is uncomfortable.
c. Discussion questions - 3 questions relating to the relationship to be answered by another class group.
d. Communication dialogue - explanation and clarification of the dialogue to be completed by another class group.

The relationship may involve dating relationships, friend relationships, parent/teenage relationships, employer/employee relationships, or sibling relationships. Issues may involve conflicts, abusive relationships, suicide, substance abuse, peer pressure, sexual decision-making. (Make two copies of the case study. One will be submitted with your finished task and the other will be utilized by another class group as the group evaluates your case study.)

Sample:

Relationships Case Study

Character Sketch
Joanne, a junior and Sean, a senior, have been "going out" for six months. Joanne is outgoing and has many friends and is involved in several school activities. Sean is more reserved, has a few friends, and doesn't like large groups of people. He is not involved in school activities. Joanne lives with her 12 year old brother and her mother who is divorced. Joanne and her brother spend summers with their father and step mother who live in another state. Sean lives with his parents and 19 year old sister and 14 year old brother. Joanne has plans to attend college to study business administration , while Sean doesn't know what he wants to do following high school. Both have part-time weekend jobs. They enjoy hiking and outdoor activities.

Situation
Joanne and Sean have decided to attend the junior/senior prom and have been invited to a pre-prom party with approximately 20 other couples. At the party, Joanne mingles and visits with many friends of both sexes. Sean sits in a quiet area nibbling on the food. He notices that Joanne is talking to two popular guys and thinks she is flirting. Joanne thinks Sean is being very moody and needs to make an attempt to be social and friendly.

Discussion Questions - Refer to the character sketch and the situation as you react to the following:

1. Explain the most positive aspects of Joanne's and Sean's relationship. Give your reasoning.

2. Explain the most negative aspects of Joanne's and Sean's relationship. Give your reasoning.

3. Discuss the adjustments they will need to work on if they continue the relationship.

Continued

Dialogue

Write a dialogue between Joanne and Sean. Imagine that they are driving to the prom after the party. Consider the personalities and feelings of each as you show how effective communication can help Joanne and Sean resolve their differences and work out their feelings so that they have an enjoyable evening and feel good about their relationship.

3. Video Viewing and Individual Analysis

As a class view the video presentations and write an analysis for each video section (excluding your own group presentation) which includes the following:

a. A brief description of the presentation and identification of the effective and ineffective communication methods
b. A discussion which compares and contrasts the effective and ineffective methods (examine how each person feels with each method, how each method affects the relationship, how each method affects self esteem).

4. Case study discussion questions and dialogue

As a group, read the case study developed by one of the class groups (your teacher will determine which case study your group will complete). Read the case study, discuss and write complete answers to the discussion questions. Write a realistic and complete dialogue to show effective communication techniques in relationships. You will read the case study and your dialogue to the class.

At the end of this task, staple the group and individual work together.

Rubric: Video

4 My video tape provides a clear understanding of an effective and ineffective communication skill, and is 3 to 5 minutes in length. Each member of the group is portrayed in the video. It demonstrates a high level of creativity and is realistically dramatized.

3 My video tape provides a clear understanding of an effective and ineffective communication skill, is 3 to 5 minutes in length. Each member of the group is portrayed in the video.

2 My video tape lacks clarity and fails to show an effective and ineffective communication skill accurately. Each member of the group is portrayed in the video.

1 My video tape lacks clarity and fails to show an effective and ineffective communication skill accurately. Each member of the group is not portrayed in the video.

Rubric: Case Study

4 My case study follows the format of the case study utilizing a high level of creativity and depth when describing the characters, setting, and situation. My three or more discussion questions show the ability to relate course information to a real life situation. My communication dialogue reflects insight and is clearly written. There are no errors in grammar or spelling.

3 My case study follows the format of the case study to include a brief description of each of the characters and the setting in which they live. My description of the situation is clear. I provided three discussion questions that relate to the relationship situation. Instructions for the communication dialogue are clearly written. There are no errors in grammar or spelling.

2 My case study does not follow the format to include a brief description of the characters and the setting in which they live. My description of the situation is weak. There are two discussion questions relating to the relationship. Instructions for the communication dialogue lack clarity. There are some errors in grammar and spelling.

1 My case study does not follow the format. One or more of the segments is missing. My segments are weak and poorly constructed. There are errors in grammar and spelling.

Rubric: Video Viewing and Individual Analysis

4 My written description of the video is complete and clearly stated. It accurately identifies the effective and ineffective communication methods. It compares and contrasts the resulting outcome of each method of communication as it relates to feelings, self esteem, and the relationship. My explanation is well supported and shows that I understand the basic concepts of communication. My written work is well organized and grammatically correct.

3 My written description of the video is complete . It accurately identifies the effective and ineffective communication methods. It clearly compares and contrasts the resulting outcome of each method as it relates to feelings, self esteem, and the relationship. The work is well written and contains no errors in grammar or spelling.

2 My written description of the video lacks clarity. It accurately identifies the effective and ineffective communication methods. The comparison is unclear and does not contrast the outcome of each method as it relates to feelings, self esteem, and the relationship. Information is disorganized.

1 My written description of the video lacks clarity. It does not identify the effective and ineffective communication methods. The comparison is unclear and does not contrast the outcome of each method as it relates to feelings, self esteem, and the relationship. Information is unclear and incomplete.

Rubric: Case Study Discussion Questions and Dialogue

4 My written answers to the discussion questions accurately address the intent of the questions and includes several ideas. Complete sentences and proper grammar are utilized. The dialogue demonstrates high level thinking and analysis. The dialogue is well developed, realistic, and utilizes effective communication techniques. All spelling is correct.

3 My written answers to the discussion questions accurately address the intent of the questions. Complete sentences and proper grammar are utilized. The dialogue is well developed, realistic, and utilizes effective communication techniques.

2 My written answers to the discussion questions address the intent of the questions. Complete sentences are utilized. There are grammatical and spelling errors. The dialogue utilizes effective communication techniques.

1 My written answers to the discussion questions do not address the intent of the questions. There are writing errors. The dialogue is poorly developed.

Note: If a camcorder is not available, the presentations may be completed live. Video taping the presentation allows students to tape again if the presentation needs refinement. Students are able to see themselves in action and can assess their own performance.

CONSUMER AND FAMILY STUDIES

Authentic Assessment for Relationships

Content Standard III: Adult Lifestyles

The student will evaluate the aspects of various long term relationships and the resulting lifestyles.

Why Do This?

In today's society, students are not always aware of the many elements that can change a relationship. Each individual brings to the realtionship his own personality traits, feelings, and life experiences. Each of these characteristics change over time and thus the realtionship changes. If students can acquire knowledge of the different elements that impact relationships, those individuals will have the ability to make better decisions concerning their relationships in the future.

Task:

Using one of the following situations, create a 10 to 15 minute situation comedy or drama to be presented to the class (this can be video taped and shown to the class or a live presentation). If you do not wish to participate in a group presentation, you may choose one of the following scenarios and write a creative narrative or an "advice column."

As you design your presentation/narrative/advice column, show how the situation impacts each of the following aspects of the lifestyle:

_____ • Emotional aspect

_____ • Social aspect

_____ • Legal aspect

_____ • Intellectual aspect

_____ • Physical aspect

_____ • Financial aspect

_____ • Show how this lifestyle may change (conclusion)

Lifestyle Scenarios

1. You are a single person with a good job. You have owned your own home for 4 years. As a result of your company downsizing, your job has been reduced to part-time. In order for you to keep your home, you will need to get a roommate. You discuss this idea with three friends from work.

2. At your monthly luncheon with your three good friends from high school, you announce that you plan to marry the person you have been dating. One important aspect that you failed to tell your friends in previous conversations is that this person is a single parent with five children. You now share this information with your friends. They offer you advice.

3. You and your spouse have been married for three years and the decision of having children has never really been discussed. As you are visiting with another couple, the discussion of having children comes up. You have already decided you do not want children, but want a successful career. Your spouse announces that children are definite future plans.

4. You are a young female executive with a promising career. In 6 months, you plan to marry your college sweetheart. You have already decided that children will be a part of your marriage. However, he insists that you will assume the traditional role of homemaker and caregiver when children arrive. You enjoy your career and look forward to advancing in your field.

5. You are a young person in your mid 20's and are getting ready to marry someone from a wealthy family. A month before the wedding, your fiancee' and his/her father present you with a prenuptial agreement to sign. The father is insistent that the wedding cannot proceed without your signature.

6. After 20 years of marriage your husband has asked for a divorce. You have worked occasionally for the last ten years while your children were in school.

7. You have shared an apartment with your best friend for 3 years. He/she is getting married and will be moving out. With careful consideration, you have decided to go it alone.

Rubric:

4 My presentation /narrative/ advice column addressed all six aspects of the task criteria. The presentation/narrative/advice column reflects a high level of creativity. I clearly explained how the information presented would lead to a change in lifestyle. My narrative/advice column is well written and contains no errors in grammar or spelling.

3 My presentation/narrative/advice column addressed five of the six aspects of the task criteria. I clearly explained how the information presented would lead to a change in lifestyle. My narrative/advice column is well written and contains no errors in grammar or spelling

2 My presentation/narrative/advice column addressed four of the six aspects of the task criteria. I explained how the information presented would lead to a change in lifestyle. My narrative/advice column lacks clarity and information is disorganized.

1 My presentation/narrative/advice column addressed three of the six aspects of the task criteria. I explained how the information presented would lead to a change in lifestyle, but my information is disorganized. I have grammar and spelling errors.

CONSUMER AND FAMILY STUDIES

Authentic Assessment for Relationships

Content Standard IV: Parenting

The student will analyze the factors involved in making a choice to become a parent.

Why Do This?

The role of parenting is a choice that should be based on careful consideration. Many factors enter into the decison-making process and individuals need to acquire as much information as possible to make this decision.

Task:

You have been dating the same partner for 2 years and the subject of having children comes up. Your partner asks how you feel about having children.

Write a position paper describing your response to your partner. Use information discussed in class to defend 6 of the 8 aspects listed below:

_____ • Readiness for parenting

_____ • Family planning

_____ • Effects on future goals

_____ • Financial aspect

_____ • Emotional aspect

_____ • Social aspect

_____ • Physical aspect

_____ • Responsibilities

Rubric:

4 My report clearly identifies my position on becoming a parent. I addressed eight of the eight aspects suggested to defend my position. My explanation is well supported and shows I understand the information given in class. My written work is well organized with no errors in grammar or spelling.

3 My report clearly identifies my position on becoming a parent. I addressed six of the eight aspects suggested to defend my position. My explanation is well supported and shows I understand the information given in class. My written work is well organized with no errors in grammar or spelling.

2 My report lacks clarity in identifying my position on becoming a parent. I addressed four of the eight aspects suggested to defend my position. My explanation is unclear and incomplete. My information is disorganized with errors in grammar and spelling.

1 My report lacks clarity in identifying my position on becoming a parent. I addressed three of the eight aspects suggested to defend my position. My explanation is unclear and incomplete. My response did not show I understood information given in class. There are errors in spelling and grammar.

CONSUMER AND FAMILY STUDIES

Authentic Assessment for Relationships

Content Standard V: Family

The student will examine the function and characteristics of family systems and investigate strategies for dealing with family issues.

Why Do This?

The American family is faced with many different issues today than ever before. The family's lifestyle is constantly changing and factors affecting our everyday lifes add stress and turmoil. By gaining awareness of these factors, students can see the importance of the family unit and the role it plays in their lives. Students need to learn that when families are faced with difficult issues, there are support systems and resources available.

Task:

View the movie selected by your teacher. Write an analysis paper and a personal projection.
Analysis Paper should include:

_____ • Discuss the major family issues and explain how each affects the family members and the family system as viewed in the movie.

_____ • Explain the functional (healthy) characteristics of the family and give 3 specific examples from the movie that support your explanation.

_____ • Explain the dysfunctional (unhealthy) characteristics of the family and give 3 specific examples from the movie that support your explanation.

_____ • Describe the family's strategies for dealing with the life issues. Include the coping techniques, support systems, and communication styles. Using information given in class, explain what advice you would give to strengthen this family.

Personal Projection Paper should include:
Assume that you are marrying into this family in the movie.

_____ • How would your lifestyle be affected?

_____ • How would you deal with the following?

- Goals and values of the family
- Communication styles of the family
- Roles of the family members
- Coping strategies of the family

Rubric: Analysis Paper

4 My analysis paper includes the stated criteria, is clear and well organized. My analysis includes specific detail and additional evidence of my thinking. Complete sentences, proper grammar and spelling is utilized. Supporting evidence and examples demonstrate a clear understanding of the family systems, coping strategies, and techniques for dealing with family issues.

3 My analysis paper includes the stated criteria, is clear, concise, and well organized. Complete sentences, proper grammar, and correct spelling is utilized. Supporting evidence and examples demonstrate a clear understanding of the family systems, coping strategies, and techniques for dealing with family issues.

2 My analysis paper includes the stated criteria, but lacks depth. My information is disorganized with errors in grammar and spelling. Supporting evidence and examples concerning family systems, coping strategies, and techniques for dealing with family issues are weak.

1 My analysis paper lacks clarity and does not include the stated criteria. My information does not show I understood information given in class. I displayed poor grammar, spelling, and organization.

Rubric: Personal Projection Paper

4 My personal projection paper includes the stated criteria, is clear and well organized. It includes specific detail and additional evidence of my thinking. Complete sentences, proper grammar and correct spelling is utilized. Supporting evidence and examples demonstrate a clear understanding of family goals and values, communication styles, roles, and coping strategies of the family system.

3 My personal projection paper includes the stated criteria, is clear, concise and well organized. Complete sentences, proper grammar and correct spelling is utilized. Supporting evidence and examples demonstrate a clear understanding of family goals and values, communication styles, roles, and coping strategies of the family system.

2 My personal projection paper includes the stated criteria, but lacks depth. My information is disorganized with errors in grammar and spelling. Supporting evidence and examples concerning family goals and values, communication styles, roles, and coping strategies of the family system are weak.

1 My personal projection paper lacks clarity and does not include the stated criteria My information does not show I understood information given in class. I displayed poor grammar, spelling and organization.

Note To the Teacher: For this assessment you will select a movie which depicts a family as it struggles with a family life issue. You may choose from one of the following or may find another movie in the 'family' section of a video rental store. (This is legal as long as you are showing it for educational purposes). Some movies can be purchased through educational catalogs. Check the rating and secure approval of the video with school officials and/or parents before student viewing.

SUGGESTED MOVIES:

- Ordinary People (highly recommended)
- Uncle Buck
- The Jill Ireland Story
- Steel Magnolias
- Parenthood
- Terms of Endearment
- Dad

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